DOCUMENT RESUME

ED 464 526 HE 034 800

TITLE	Student Assessment Committee 2001-02 Assessment Program Orientation.
INSTITUTION	Christopher Newport Univ., Newport News, VA.
PUB DATE	2001-10-01
NOTE	57p.; Sponsored by CNU Assessment & Evaluation.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Evaluative (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Evaluation Methods; Higher Education; *Program Evaluation; Recordkeeping; *Student Evaluation
IDENTIFIERS	*Christopher Newport University VA

ABSTRACT

This workbook for the orientation for the Student Assessment Committee at Christopher Newport University begins with the agenda for the committee meeting. The first section contains the three column model of assessment and evaluation and sample assessment records using the university's theater arts program and the university counseling center as examples. The second section contains the Assessment Committee working materials, with the assessment timetable and sample schedules and checklists for the assessment process. The final section contains a list of five selected readings on the topic of assessment. (Additional Student Assessment Committee worksheets and evaluation forms are attached.) (SLD)

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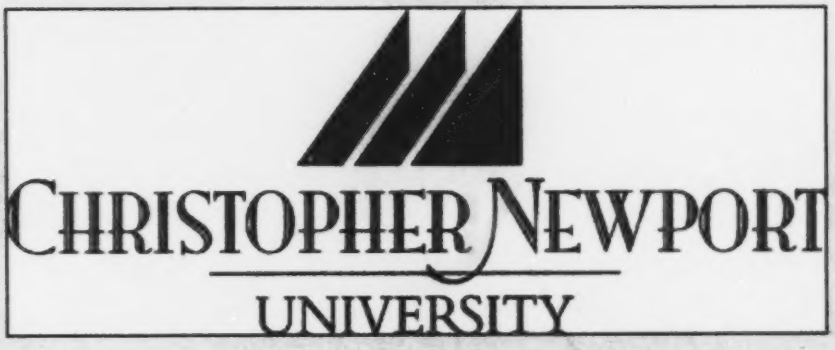

2001-02 Assessment Program Orientation

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October 1, 2001

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Christopher Newport University

2001-02 Student Assessment Committee

Dr. , Associate Professor of Government & Public Affairs, Chair

Committee Members

Dr. , Associate Dean of College of Liberal Arts & Sciences

Mrs. , Associate Dean of Students

Dr. , Professor of BCES

Prof. , Instructor of Accounting

Dr. , Dean of School of Business

Dr. , Assistant Professor of Philosophy & Religion

Mrs. , Director of Academic Advising

Ex Officio Member

Dr. Noel Womack, Director of Assessment & Evaluation

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SELECTED READINGS ON THE TOPIC OF ASSESSMENT

Burke, J.C.
Hummer, A.
Jones, C.S.
Kretovics, M.A.,& McCambridge, J.
Seybert, J.A., & O'Hara, K.A.

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AGENDA

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AGENDA

Orientation for 2001-02 Student Assessment Committee
October 1, 2001
11:00 a.m.
BTC 4th floor Conference Room

I. Overview of the Assessment Process	Dr. Noel Womack
II. Reviewing Assessment Plans	
III. Submitting Assessment Plan Reviews via the Web	
IV. Meeting Evaluation	Student Assessment Committee

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THREE COLUMN MODEL & SAMPLE ASSESSMENT RECORDS

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ASSESSMENT PLAN

Theater Arts, BA
AY 2000 - 2001

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE

Institutional Mission Reference

Our primary focus is excellence in teaching inspired by sound scholarship.

University Goal Supported

Goal 1: Provide high quality, liberal arts-oriented undergraduate programs while pursuing graduate studies appropriate to the needs of the CNU community

INTENDED STUDENT OUTCOMES

1. Students will attain sufficient knowledge of theatre history, literature, and theory to facilitate successful interpretation of dramatic materials.
2. Students will achieve professional competence in the craft skills appropriate to their craft areas.
3. Students will achieve an understanding of the practical structure and processes of professional theatre.

MEANS OF ASSESSMENT/CRITERIA FOR SUCCESS

1. On a locally developed comprehensive exam (consisting of 15 objective questions in history and literature/theory, 25 objective questions in the student's area of craft expertise, and 5 objective questions in professional theatre organization and structure), 88% of students will correctly answer at least 30 of 45 questions.
2. A panel of faculty judges will apply a performance appraisal scoring matrix to an upcoming theatre performance, and the panel expects that 75% of the students performing will correctly demonstrate the principles of professional competence that pertain to their craft skills.
3. On an oral examination that covers theatre theory, 75% of students will correctly apply structural and process solutions to problems presented by a panel of faculty members.

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ASSESSMENT RECORD FOR DEPARTMENT OF

Theatre Arts
(Academic Department Name)

September 1996 - August 1998
(Assessment Period Covered)

September 15, 1999
(Date Submitted)

Includes Assessment Reports for those Instructional Programs listed below:

Title of Instructional Degree Program	Degree Level (Associate, Bachelors, Masters, etc.)
Theatre Arts	B. A.
Theatre Arts	B. F. A.
Theatre Arts	M. F. A.

Submitted By: [redacted]
(Departmental Chair or Faculty Assessment Representative)

ASSESSMENT REPORT
FOR

Theatre Arts	B. F. A.
(Instructional Degree Program)	(Degree Level)
September 1996 - August 1998	September 15, 1999
(Assessment Period Covered)	(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

Institutional Mission Reference:
The University will continue its traditional leadership in the Liberal Arts by emphasizing existing programs of strength in the Arts.

College/University Goal(s) Supported:
The University will improve undergraduate education, especially lower division courses.

Intended Educational (Student) Outcomes:

1. Students should attain sufficient knowledge of theatre history, literature and theory to facilitate successful interpretation of dramatic materials.

2. Students should achieve professional competence in the craft skill(s) appropriate to their area sufficient to insure competitiveness in professional theatre.

3. Students should achieve an understanding of the practical structure and processes of professional theatre.

4.

5.

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ASSESSMENT REPORT
FOR

Theatre Arts	B. F. A.
(Instructional Degree Program)	(Degree Level)
September 1996 - August 1998	September 15, 1999
(Assessment Period Covered)	(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

1. Students should attain sufficient knowledge of theatre history, literature and theory to facilitate successful interpretation of dramatic material.

First Means of Assessment for Outcome Identified Above:

1. a. Means of Program Assessment & Criteria for Success:

A comprehensive examination consisting of 15 objective questions in the areas of theatre history and of theatre literature/theory, 25 objective questions in the student's area of craft expertise, and 5 objective questions in the area of professional theatre organization and structure.

1. a. Description of Data Collection & Assessment Results:

The test was administered for the first time in April, 1998 and was taken by four students, with results as shown below.

	Student 1	Student 2	Student 3	Student 4	Average
History	53%	53%	60%	60%	56%
Lit/Theory	60%	60%	40%	67%	55%
Craft	92%	80%	84%	84%	85%
Prof.	80%	80%	100%	100%	90%
Total	71%	68%	71%	78%	71%

1. a. Use of Results to Improve Instructional Program:

The content of Thea 323/324 (Modern American Drama) has been revised to put more emphasis on the relationship of dramatic theory to specific plays. We have also added a new course, Thea 320 (Theory and Practice of Drama) to provide more in-depth treatment of theory. We are not making any major changes in Thea 321 (Theatre History), though the test results in that area were not satisfactory. We feel the test questions may have been too much focused on recall of isolated facts and did not do a fair job of testing general knowledge of broad trends and movements. The test questions have been revised for next year and we will see if the results are any different. We were satisfied with the results of the test as regards knowledge of individual craft areas.

ASSESSMENT REPORT
FOR

Theatre Arts
(Instructional Degree Program)

B. F. A.
(Degree Level)

September 1996 - August 1998
(Assessment Period Covered)

September 15, 1999
(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

2. Students should attain professional competence in the craft skills appropriate to their areas sufficient to insure competitiveness in professional theatre.

First Means of Assessment for Outcome Identified Above:

2. a. Means of Program Assessment & Criteria for Success:

A comprehensive examination consisting of 15 objective questions in the areas of theatre history and of theatre literature/theory, 25 objective questions in the student's area of craft expertise, and 5 objective questions in the area of professional theatre organization and structure.

2. a. Description of Data Collection & Assessment Results:

The test was administered for the first time in April, 1998 and was taken by four students, with results as shown below.

	Student 1	Student 2	Student 3	Student 4	Average
History	53%	53%	60%	60%	56%
Lit/Theory	60%	60%	40%	67%	55%
Craft	92%	80%	84%	84%	85%
Prof.	80%	80%	100%	100%	90%
Total	71%	68%	71%	78%	71%

2. a. Use of Results to Improve Instructional Program:

The test indicated that students are capable of demonstrating knowledge of their craft areas.

Second Means of Assessment for Outcome Identified Above:

2. b. Means of Program Assessment & Criteria for Success:

Upper division students are evaluated by the appropriate segments of the faculty for each audition, performance, or realized design project on the basis of artistic effectiveness. There were no realized design projects during the evaluation period. The department expects that 70% of the students will average 30 points on a scale of 50 for these evaluations.

2. b. Description of Data Collection & Assessment Results:

As the attached sheets show, 13 students were evaluated for auditions; 5 achieved the desired score of 30. Ten students were evaluated for performances; 7 achieved the desired score of 30.

2. b. Use of Results to Improve Instructional Program:

The department was satisfied with the results of the performance evaluations, but not with the audition evaluations. We have revised the content of the lower division acting courses. Thea 110, 111, 210, 211 to place stronger emphasis on audition and rehearsal techniques. We have also added a course, Thea 220 (Business and Employment Practices in Professional Theatre) that will specifically address audition preparation and interview technique. This course is now required in our BFA curriculum.

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ASSESSMENT REPORT
FOR

Theatre Arts
(Instructional Degree Program)

B. F. A.
(Degree Level)

September 1996 - August 1998
(Assessment Period Covered)

September 15, 1999
(Date Submitted)

Intended Educational (Student) Outcome:

NOTE: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.

3. Students should achieve an understanding of the practical structure and process of professional theatre.

First Means of Assessment for Outcome Identified Above:

3. a. Means of Program Assessment & Criteria for Success:

A comprehensive examination consisting of 15 objective questions in the areas of theatre history and of theatre literature/theory, 25 objective questions in the student's area of craft expertise, and 5 objective questions in the area of professional theatre organization and structure.

3. a. Description of Data Collection & Assessment Results:

The test was administered for the first time in April, 1998 and was taken by four students, with results as shown below.

	Student 1	Student 2	Student 3	Student 4	Average
History	53%	53%	60%	60%	56%
Lit/Theory	60%	60%	40%	67%	55%
Craft	92%	80%	84%	84%	85%
Prof.	80%	80%	100%	100%	90%
Total	71%	68%	71%	78%	71%

3. a. Use of Results to Improve Instructional Program:

The test results in the area of understanding the structure and practices of professional theatre were very good, but we feel that there were too few questions in this category to provide an accurate picture of the depth and breadth of the student's understanding. We plan to expand this section in next year's test to the same number of questions included in the lit/theory and history sections.

Second Means of Assessment for Outcome Identified Above:

3. b. Means of Program Assessment & Criteria for Success:

The department feels that 70% of students who complete the BFA degree and seek employment in professional theatre should be successful.

3.b. Description of Data Collection & Assessment Results:

Two students completed the BFA program in 1996, 3 in 1997 and 4 in 1998. One of the students who finished in 1998 is pursuing additional training in stage combat. One has elected not to seek theatre employment. Two are seeking acting work but have not yet been employed. All 5 of the students who finished in 1996 and 1997 are currently working as actors.

3. b. Use of Results to Improve Instructional Program:

The program has met its target goals.

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ASSESSMENT RECORD FOR DEPARTMENT/UNIT OF

University Counseling Center

(Name of Administrative or Educational Support Department/Unit)

September 1996- August 1998
(Assessment Period Covered)

February 8, 1999
(Date Submitted)

Submitted By: [redacted]

(Unit Assessment Representative)

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ASSESSMENT REPORT
FOR

University Counseling Center

(Administrative or Educational Support Unit)

September 1996- August 1998

(Assessment Period Covered)

February 8, 1999

(Date Submitted)

Expanded Statement of Institutional Purpose Linkage:

nstitutional Mission/Goal(s) Reference:

The University will maintain efficient and effective administrative services to support the University's nstructional, research, and public service programs.

\dministrative or Educational Support Unit Mission Statement:

The mission of the University Counseling Center (UCC) is to promote the mental health and well-being of the Jniversity community through counseling, consultation, assessment ,referral, outreach, and crisis management, hus leading to a positive, safe, and healthy University environment where all individuals might be able to realize heir fullest potential.

ntended Administrative Objectives:

. 1 JCC will provide excellent individual and group counseling services, including crisis intervention to the Jniversity community.

. Counselors at the UCC will effectively evaluate client needs.

. UCC will provide excellent consultation services to help other professionals.

. UCC will provide training and supervision for those students who perform counseling services.

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ASSESSMENT REPORT
FOR

University Counseling Center

(Administrative or Educational Support Unit)

September 1996 – August 1998
(Assessment Period Covered)

February 8, 1999
(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

____1. The UCC will provide excellent individual and group counseling services, including crisis intervention to the University community.

First Means of Assessment for Objective Identified Above:

__1__a. Means of Unit Assessment & Criteria for Success:

Client satisfaction forms will be given to each client at the end of treatment period to assess satisfaction with services. Three critical areas on the satisfaction form will be targeted for assessment. Those three areas being 1) Overall Impression, 2) Willingness to return and 3) Courteous and Caring attitude. In area 1, clients are asked to rate one of five choices ranging from "Excellent" to "Poor" with Excellent = 5 and Poor = 0, in area 2 clients choose either yes, no or unsure and in area three clients are asked to assign a rating of A, B, C, D or F as a rating of their level of satisfaction with A = 4 and F = 0. Acceptable ratings in area 1 will an average rating of "above average" or 4 for those surveyed, ratings in area 2 will show an answer of "yes" from 60% of those surveyed, in area 3, it is our expectation that each area will receive a rating of at least "B" from those surveys returned.

__1__a. Description of Data Collection & Assessment Results:

Questionnaire forms were given out to clients after three or more visits. Results from area 1 indicated an average of 3.89 or slightly lower than the "B" expected of those surveyed. Results in area 2 indicated "yes" answers from 76% of those surveyed. Results from area 3 indicated an average 3.67. As a result of the scores in area 1, the staff reviewed the written comments and noted that clients suggested that hours be extended.

__1__a. Use of Results to Improve Unit Services:

The hours of the center were extended to more effectively meet the needs of our clients. These three critical areas of satisfaction will continue to be monitored and assessment results will be reported in the next assessment period.

ASSESSMENT REPORT
FOR

University Counseling Center
(Instructional Degree Program)

September 1996 – August 1998
(Assessment Period Covered)

February 8, 1999
(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

___2. Counselors at the UCC will effectively evaluate client needs.

First Means of Assessment for Objective Identified Above:

_2_a. Means of Unit Assessment & Criteria for Success:
A review of the intake forms completed by our counselors will indicate that 95% of the client files contain correctly completed intake forms.

_2_a. Description of Data Collection & Assessment Results:
A random sample of the client files revealed a 92.7% rate of files correctly completed by the counselors.

_2_a. Use of Results to Improve Unit Services:
Based on the information received from the counselor's files, an in-service training was held for all counselors to better train them in the use and completion of intake and assessment forms.

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ASSESSMENT REPORT
FOR

University Counseling Center
(Instructional Degree Program)

September 1996 – August 1998
(Assessment Period Covered)

February 8, 1999
(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

___3. The UCC will provide excellent consultation services to help other professionals.

First Means of Assessment for Objective Identified Above:

_3_a. Means of Unit Assessment & Criteria for Success: Satisfaction forms are given to those professionals who use the consultation services of the UCC. These professionals are asked to rate the level of satisfaction with the service provided. The ratings are A, B, C, D or F with A = 4 and F = 0 with an average rating of "B" or 3 being the minimum acceptable rating.

_3_a. Description of Data Collection & Assessment Results:
Surveys were given to the agencies that use our consultation services. The results of the survey showed an average overall rating of 3.9.

_3_a. Use of Results to Improve Unit Services:
To help maintain the high level of satisfaction among the professionals using the consultation services, an ongoing log of consultation services provided by the UCC was developed and is filled out weekly by the staff who provide the service so that regular follow-up calls might be made. The intent is to maintain a closer relationship with those professionals requesting consultation services.

Second Means of Assessment for Objective Identified Above:

3 b. Means of Unit Assessment & Criteria for Success:
A satisfaction form will be given to those professional agencies directly involved in the crisis intervention process. These professionals will be asked to rate the level of satisfaction with the crisis intervention services provided. The ratings are A, B, C, D or F where A = 4 and F = 0 with an average overall rating of "B" or 4 being the minimum acceptable rating.

3 b. Description of Data Collection & Assessment Results:
Surveys were given to the agencies that are a part of our crisis intervention services. The overall rating of the results of the survey was 3.25.

3 b. Use of Results to Improve Unit Services:
In order to continue to maintain positive relationships with the professional agencies directly involved with crisis intervention, meetings were arranged each semester to meet face to face with them.

ASSESSMENT REPORT
FOR

University Counseling Center
(Instructional Degree Program)

September 1996 – August 1998
(Assessment Period Covered)

February 8, 1999
(Date Submitted)

Intended Administrative or Educational Support Objective:

NOTE: There should be one form C for each intended objective listed on form B. Intended unit objective should be restated in the box immediately below and the intended objective number entered in the blank spaces.

____4. The UCC will provide training and supervision for those students who perform counseling services.

First Means of Assessment for Objective Identified Above:

__4__a. Means of Unit Assessment & Criteria for Success:
Weekly supervision meetings will be provided for all graduate students to help determine their needs and the effectiveness of their training. It is expected that the students will attend these meetings at least 90% of the time they are scheduled.

__4__a. Description of Data Collection & Assessment Results:
Supervision meetings were held as planned and the professional staff who directs these meetings reported attendance and feedback from group sessions. Attendance was less than expected from graduate students.

__4__a. Use of Results to Improve Unit Services:
In order to maintain more accurate and complete records, supervisors will complete weekly forms indicating those present for each meeting and any concerns expressed. Also, monthly meeting have been instituted to provide graduate students with additional forums to express their questions and concerns.

Second Means of Assessment for Objective Identified Above:

__4__b. Means of Unit Assessment & Criteria for Success:
Each graduate student will be asked to rate the level of satisfaction with the training and supervision. The ratings will be A, B, C, D or F with A = 4 and F = 0 with an average overall rating of "B" or 3 being the minimum acceptable rating in this area.

__4__b. Description of Data Collection & Assessment Results:
Survey questionnaires were given to all graduate students to grade the training environment of the center. These results were calculated to be 3.714.

Second Means of Assessment for Objective Identified Above:

__4__b. Means of Unit Assessment & Criteria for Success:

A satisfaction form will be given to those professional agencies directly involved in the crisis intervention process. These professionals will be asked to rate the level of satisfaction with the crisis intervention services provided. The ratings are A, B, C, D or F where A = 4 and F = 0 with an average overall rating of "B" or 3 being the minimum acceptable rating.

__4__b. Description of Data Collection & Assessment Results:

Surveys were given to the agencies that are a part of our crisis intervention services. The overall rating of the results of the survey was 3.25.

__4__b. Use of Results to Improve Unit Services:

In order to continue to maintain positive relationships with the professional agencies directly involved with crisis intervention, meetings were arranged each semester to meet face to face with them.

Assessment Committee Working Materials

Christopher Newport University

Assessment Timetable

Assessment Documents Submitted to CNU Assessment

Fall Semester:

2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Assessment Plan	1st Assessment Record SEPT 2001 - AUG 2002	2nd Assessment Record SEPT 2002 - AUG 2003	3rd Assessment Record SEPT 2003 - AUG 2004	4th Assessment Record SEPT 2004 - AUG 2005	5th Assessment Record SEPT 2005 - AUG 2006	6th Assessment Record SEPT 2006 - AUG 2007	7th Assessment Record SEPT 2007 - AUG 2008	8th Assessment Record SEPT 2008 - AUG 2009	9th Assessment Record SEPT 2009 - AUG 2010
Assessment Planning Period	Assessment Reporting Period I	Assessment Reporting Period II	Assessment Reporting Period III	Assessment Reporting Period IV	Assessment Reporting Period V	Assessment Reporting Period VI	Assessment Reporting Period VII	Assessment Reporting Period VIII	Assessment Reporting Period IX

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Return to CNU Assessment & Evaluation

08.06.01

Schedule of Assessment Activities

September 2001	AY 2001-02 Assessment Plan	Academic departments submit completed Assessment Plans (identifying ***Means of Assessment*** & ***Criteria for Success***) to CNU Assessment for review by CNU Student Assessment Committee (SAC)
October - November 2001	Student Assessment Committee	Review Assessment Plans - make suggestions to improve academic departments' outcomes assessment activities: Director works with departments
December 2001	AY 2001-02 Assessment ***Record***	Academic departments document fall 2001 assessment activities for AY 2001-02 Assessment Record (due October 2002) ***student outcomes assessed between September 2001 and August 2002***
January - February 2002	AY 2001-02 Assessment ***Plan***	Work with academic departments to modify/strengthen AY 2001-02 Assessment Plans using SAC suggestions & forward copies of final Plans to CNU Assessment
March 2002	AY ***2002-03*** Assessment Plan	Academic departments prepare AY 2002-03 Assessment Plans using AY 2001-02 Assessment Plans & forward copies to CNU Assessment
April 2002	AY ***2001-02*** Assessment ***Record***	Academic departments document assessment activities from spring 2002 for AY 2001-02 Assessment Records (due September 2002)
May - August 2002	AY 2001-02 Assessment Record	Academic departments complete assessment activities described in AY 2001-02 Assessment Plans: data ***collection***, ***analysis***, and ***implementation*** of improvements to complete AY 2001-02 Assessment Record (due September 2002)

SAC Checklist

Program *Instructional Programs*	Subcommittee Assignment	A & E Received 1st Draft	1st Draft Sent to SAC	A & E Received SAC Critique	SAC Critique Sent to Chair/Dean	A & E Received Final Copy
College of Liberal Arts & Sciences						
Art						
Fine & Performing Arts, BA						
BCES						
Biology, BA						
Biology, BS						
Environmental Science, MS						
Communication Studies						
English (Communication), BA						
Education						
Teacher Education Program						
Teaching, MAT						
English						
English, BA						
Government & Public Affairs						
Political Science, BA						
Governmental Administration, BSGA						
Public Safety Leadership, MPSL						
History						
History, BA						
Mathematics						
Mathematics, BA						
Mathematics, BS						
Modern Languages						
Modern Foreign Languages, BA						
Music						
Fine & Performing Arts, BA/BM						
Nursing						
Nursing, BSN						
Philosophy						
Philosophy, BA						
PCSE						
Applied Physics, BA						
Applied Physics, BS						
Computer Engineering, BS						
Computer Science, BS						
Information Science, BSIS						
Applied Physics, MS						
Psychology						
Psychology, BA						
Psychology, BS						
Applied Psychology, MS						

SAC Checklist

Program *Instructional Programs*	Subcommittee Assignment	A & E Received 1st Draft	1st Draft Sent to SAC	A & E Received SAC Critique	SAC Critique Sent to Chair/Dean	A & E Received Final Copy
College of Liberal Arts & Sciences						
RSWM						
Leisure Studies (Recreation & Tourism), BA/BS						
Leisure Studies (Sport & Wellness), BA/BS						
Leisure Studies (Teacher Education), BA/BS						
Social Work						
Social Work, BA						
Sociology & Anthropology						
Sociology, BA						
Theater						
Fine & Performing Arts, BA						
School of Business						
Accounting						
Accounting, BSA						
Economics						
Economics, BA						
Business Administration, BSBA						
Management & Marketing						
Business Administration, BSBA						

Christopher Newport University

Assessment Glossary

Accountability is the responsibility to governing bodies and constituents (the public) for resources used and goods/services produced.

Accreditation is the designation that an institution functions appropriately in higher education with respect to its resources, programs, and services; and maintains educational objectives consistent with its purpose, mission, and goals (SACS, 2000).

Assessment is the objective evaluation of (a) whether an intended outcome has been achieved and to what degree and (b) the differences between the expected and actual outcomes that indicate opportunities for improvement.

Assessment Plan is the original written assessment document of the purpose, mission, goals, and objectives of the institution, the outcomes to be assessed, and the assessment strategy.

Benchmark is the absolute standard against which observed measurements are evaluated in an institutional effectiveness assessment.

Change (or lack of change) is important for reaching conclusions about the effectiveness of an institution, but data must be kept over extended periods for change to be useful.

Competency is a discrete unit of learning (a unit measure) resulting from the influence of educational experiences and mastered by an individual student. Collections of competencies form modules, courses, programs, and curricula and may be accounted for quantitatively and measured in institutional effectiveness student assessment.

Criterion-referenced tests provide information about a student's level of proficiency in (or mastery of) some skill or set of skills by comparing the student's performance to a standard of mastery called a criterion. The test results tell whether a student needs more or less work on some skills or sub skills but says nothing about the student's performance relative to other students.

Direct Measures of Student Learning are assessment instruments and techniques that estimate levels of academic achievement.

Effectiveness is how well an institution succeeds in accomplishing its mission, and it is best determined by the accomplishment (or no accomplishment or accomplishment somewhat) of explicit objectives within a given time.

Efficiency is how well an institution uses its resources in production: unit cost = total cost / units produced.

Evaluation is determining the value of an instructional program, student outcome, or educational support/administrative service.

Excellence is a proven performance of exceptional high quality and productivity.

Formative Assessments are conducted during an educational process for guidance and improvement.

Goal is a major and general subdivision of the institutional mission statement that defines fixed areas of production and their attainment that should be addressed by specific objectives.

Indirect Measures of Student Learning are assessment instruments and techniques that supplement direct measures of academic achievement.

Institutional Effectiveness is the condition of demonstrating consistent institutional (instructional and educational support) goal achievement. An analysis of IE data measures (i.e., effectiveness, efficiency, and excellence) via student outcomes assessment allows identification of opportunities for improvement.

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Intended Educational Outcome is the aim (what faculty members decide students will be able to think, know, or do because of their CNU educational experiences) that serves as a guideline for attaining University goals during a particular assessment period.

Means of Assessment are the measures (surveys, exams, portfolios, etc.) that are used to collect data for assessing the achievement of intended outcomes.

Measure is the agreed upon kind and value of a data set used to evaluate a specific objective (i.e., the instrument for determining size, extent, or amount of something).

Mission is the internally defined statement that documents the vision of the institution. It defines in general and philosophic conditions all of the production areas of the institution and is subdivided into operational goals and specific objectives.

Norm-referenced tests yield information regarding student performance in comparison to a norm or average of performance by similar students. Norms are statistics that describe the test performance of a welldefined population.

Objectives are the written, active, and operational subdivisions of a goal that are well defined and measurable in their accomplishment. An objective should be specific to what will be done, who will do it, when it will be completed, and how it will be evaluated (as well as by what measure). An objective is comprised of similar outcomes.

Outcomes are the subdivisions of specific objectives that are the products of an institution.

Process is the measure of productivity as inputs are converted to outputs in the educational system. Institutional effectiveness assessment focuses not on the process but on the product.

Quality is the degree of excellence that customers require when they pay for products.

Standard is the benchmark quantity against which a specific objective's data are measured.

Student Outcomes are the results (student accomplishments e.g., knowledge, aptitudes, and attitudes– what students will think, know, or do) of educational experiences that are assessed for identifying improvement opportunities.

Summative Assessments are conducted after an educational process is complete for judging success and assessing outcomes.

Use of Results is how the instructional and educational support departments will use assessment results (the differences or similarities between intended and actual outcomes) to improve programs and services.

Value-added is adding new usable knowledge and additional tangible skills to what students possess when they go to college. Providing the most cost effective means to give the student what the student requires, evaluating levels of mastery in courses, evaluating the effectiveness of work by the progress of the student, and providing the most immediate, efficient (also meaning low-cost) and trouble free administrative services to students and faculty are examples of adding value to an education.

Return to CNU Assessment & Evaluation

04/13/01

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Christopher Newport University

Values

We will always put students first!

We will remain committed to liberal learning.

We will provide access and opportunity to a diverse community.

We will be actively engaged in shaping the economic, civic and cultural life of this community.

We will always offer outstanding teaching.

Mission Statement

The Mission of Christopher Newport University is to provide educational and cultural opportunities that benefit CNU students, the residents of the Commonwealth of Virginia, and the nation. CNU provides outstanding academic programs, encourages service and leadership within the community, and provides opportunities for student involvement in nationally and regionally recognized research and arts programs.

Our primary focus is excellence in teaching, inspired by sound scholarship. At CNU, personal attention in small classes creates a student-centered environment where creativity and excellence can flourish. Our primary emphasis is to provide outstanding undergraduate education. We also serve the Commonwealth with Master's degree programs that provide intellectual and professional development for graduate level students.

We are committed to providing a liberal arts education that stimulates intellectual inquiry and fosters social and civic values. CNU students acquire the qualities of mind and spirit that prepare them to lead lives with meaning and purpose. As a state university, we are committed to service that shapes the economic, civic, and cultural life of our community and Commonwealth.

Goals

- Provide high quality, liberal arts-oriented undergraduate programs while pursuing graduate studies appropriate to the needs of the CNU community.
- Expose students to an excellent faculty who offer dynamic and personal learning experiences.
- Support student development and success by providing comprehensive student support services.
- Provide educational programs that prepare students for career opportunities and for further education, including graduate and professional studies.
- Provide educational opportunities to address the needs created by societal and technological changes.
- Support faculty and student scholarship and research.
- Serve as a resource to the community and the Commonwealth to identify and address economic, educational, environmental, and social concerns.
- Provide a campus environment that recognizes, affirms and appreciates ethnic and cultural diversity while striving for unity.
- Create a climate that fosters learning and sharing among all students.
- Provide opportunities for cultural enrichment.
- Provide and support a well-qualified, professional staff to enhance the learning environment through service to the CNU community.
- Provide the financial and physical resources necessary to maintain and develop quality programs.
- Maintain the vitality and effectiveness of the University through assessment, program review, and strategic planning.

Return to CNU Assessment & Evaluation

08/03/01

Relationship Between Individual Student Grade & Educational Outcome Assessment

Students' Scores by Assignment Section

Assignment Section	Expected Average Score per section	Student 1	Student 2	Student 3	Student 4	Student 5	Actual Average Score per section
Spelling	**3**	**5**	**5**	**1**	**2**	**3**	**3.2**
Grammar	3	3	5	1	1	1	2.2
Punctuation	3	3	5	1	4	1	2.8
Structure	3	2	5	1	3	2	2.6
TOTAL	12	13	20	4	10	7	
Student Grade	B	B	A	D	C	C	

1. **Establish Expected Average Scores (i.e., Intended Outcomes) for each section in an assignment**
2. **Score student assignments by section**
3. **Total "Down the Columns" for Individual Student Grades**
4. **Analyze "Across the Columns" for assessing group achievement of Intended Outcomes**
5. **Use Actual Average Scores (i.e., Assessment Results) data to make improvement decisions**

Nichols, J. O. (1995). The departmental guide and record book for student outcomes assessment and institutional effectiveness. New York: Agathon Press.

CNU Values, Mission, & Goals

Bloom's Taxonomy

Measures of Student Learning

Assessment Glossary

Assessment Schedule

Assessment Timetable

IR 2000-01 Common Data Set

IR Vital Statistics

Ideas for Assessing Internships

Assessment Links

Return to Resources

Return to Measures of Student Learning

08/06/01

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CNU Student Assessment Committee

Before accessing the Checklist & Narrative Review for the 2001-02 Assessment Plan, please be certain that you have your notes on each Assessment Plan in front of you. The Checklist & Narrative Review asks for "yes/no" answers as well as answers in text boxes, so it might be helpful to print the form from the web and use it as you review each Assessment Plan.

Please review each Assessment Plan that was assigned to you. All of the items on the Review form are required, so you must answer all of the items to successfully submit your responses to the data file.

Thank you for your time and assistance with assessment at CNU!

Questions? Noel: 4-7392 or nwomack@cnu.edu

Click here to access the Checklist & Narrative Review for the 2001-02 Assessment Plan.

Christopher Newport University

Student Assessment Committee

Checklist & Narrative Review of the 2001-02 Assessment Plan

Degree Program Reviewed please type the name of the degree program here

Relationship to University Mission

	Yes	No
1. The Assessment Plan states a portion of CNU's Mission (2001-02 University Handbook, pp. 1-2).	○	○
1a. The Assessment Plan states an appropriate University Goal.	○	○

Please make comments and suggestions to help the department strengthen its Mission relationship.

Statement of Intended Student Outcomes

	Yes	No
2. The Assessment Plan states 3 measurable Intended Student Outcomes.	○	○
3. The Intended Student Outcomes are formulated in terms of what students should be able to think, know, or do as a result of their CNU educational experiences.	○	○
4. The Assessment Plan states 3 Intended Student Outcomes that seem to reflect the integrity of a CNU educational experience.	○	○

Please make comments and suggestions to help the department strengthen its Intended Student Outcomes statements.

First & Second Means of Assessment

	Yes	No
5. A First and a Second Means of Assessment are described for each Intended Student Outcome.	○	○
6. The Means of Assessment appear to measure the accomplishment of the Intended Student Outcomes.	○	○
7. The Means of Assessment appear feasible and appropriate in terms of resources available to the	○	○

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department for assessment activities.

8. The department specifies the quantitative level (e.g., 3 out of 4; 75%) of successful performance on each Means of Assessment.

Please make comments and suggestions to help the department improve its Means of Assessment.

Adapted from Nichols, J.O., & Nichols, K.W. (2000). The departmental guide and record book for student outcomes assessment and institutional effectiveness (2nd ed.). New York: Agathon Press.

Christopher Newport University

Student Assessment Committee

Checklist & Narrative Review of the 2001-02 Assessment Plan

Degree Program Reviewed BA Computer Science

Relationship to University Mission

1. The Assessment Plan states a portion of CNU's Mission (2001-02 University Handbook, pp. 1-2).	No
1a. The Assessment Plan states an appropriate University Goal.	Yes

Comments/Suggestions for Strengthening Mission Relationship

They used the old mission statement.

Statement of Intended Student Outcomes

2. The Assessment Plan states 3 measurable Intended Student Outcomes.	No
3. The Intended Student Outcomes are formulated in terms of what students should be able to think, know, or do as a result of their CNU educational experiences.	Yes
4. The Assessment Plan states 3 Intended Student Outcomes that seem to reflect the integrity of a CNU educational experience.	No

Comments/Suggestions for Strengthening Intended Student Outcomes

They only had two intended outcomes.

First & Second Means of Assessment

5. A First and a Second Means of Assessment are described for each Intended Student Outcome.	No
6. The Means of Assessment appear to measure the accomplishment of the Intended Student Outcomes.	Yes
7. The Means of Assessment appear feasible and appropriate in terms of resources available to the department for assessment activities.	No
8. The department specifies the quantitative level (e.g., 3 out of 4; 75%) of successful performance on each Means of Assessment.	Yes

Comments/Suggestions to Improve Means of Assessment

The means don't measure the accomplishment of the outcomes in question.

STUDENT ASSESSMENT COMMITTEE

Name	Telephone Number	Email Address
Dr. Noel Womack	(757) 594-7392	nwomack@cnu.edu

SELECTED READINGS ON THE TOPIC OF ASSESSMENT

Selected Readings on the Topic of Assessment

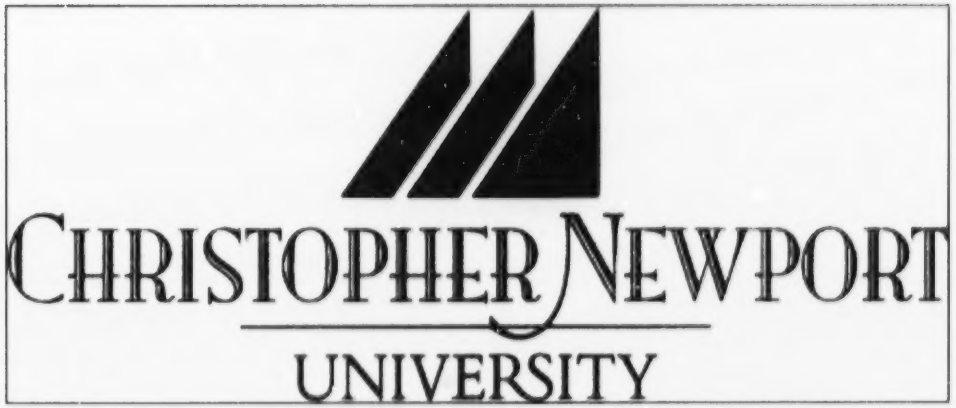
Burke, J.C. (1999, July-August). The assessment anomaly: If everyone's doing it, why isn't more getting done? *Assessment Update, 11,* 3, 14-15.

Hummer, A. (1997, May-June). Measuring critical thinking outcomes via the capstone course paper. *Assessment Update, 9,* 8-9.

Jones, C.S. (1997, July-August). Using portfolios to assess employment preparedness. *Assessment Update, 9,* 14.

Kretovics, M.A., & McCambridge, J. (1999, March-April). A seven-step approach to developing an outcomes assessment program. *Assessment Update, 11,* 10-11.

Seybert, J.A., & O'Hara, K.A. (1997, July-August). Development of a performance-based model for assessment of general education. *Assessment Update, 9,* 5-7.



Outcomes Assessment Program

Fall 2001 Orientation

October 1, 2001

1998 v. 2001 SACS Accreditation Standards

1998 Criteria for Accreditation

Section 3.2

Planning & Evaluation: Administrative and Educational Support Services

Institution **must** demonstrate planning and evaluation in administrative/educational support departments

Each administrative/educational support department **must**:

- Establish purpose which supports institution's purpose & goals
- Formulate goals which support the purpose of the department
- Develop/implement procedures to evaluate the achievement of goals
- Use evaluation results to improve services

2001 Accreditation Standards

Section III.

Institutional Effectiveness

Core Requirement:

- Engage in ongoing, integrated, and institution-wide planning, evaluation, and research processes that incorporate systematic review of programs and services that:
  - results in continuing improvement
  - demonstrates that the institution is effectively accomplishing its mission.

Comprehensive Standard:

- Identify expected outcomes for educational programs & administrative/educational support services
- Assess achievement of outcomes
- Provide evidence of improvement based on analysis of results

Requirements of Assessment Records

1. Portion of CNU's mission statement
2. CNU goal supported
3. 3 expected student outcomes to assess during the year
4. 2 measures per outcome that you will use to determine achievement of outcomes (e.g., test, performance appraisal, or survey)

Assessment Plan for AY 2001-02 Activities

1 Your College/School:

2 Department covered by this plan:

3 % of your Faculty members who contributed to the development of this plan: %

4 Name of your department's assessment representative: _____

5 Today's date (for tracking): **March 11, 2002**

6 CNU goal supported by your department:

7 : Institutional Mission Reference:

I. 8 Intended Student Outcome:
   - A. 9 First Means of Assessment:
   - B. 10 Second Means of Assessment:

II. 8 Intended Student Outcome:
   - A. 9 First Means of Assessment:
   - B. 10 Second Means of Assessment:

III. 8 Intended Student Outcome:
   - A. 9 First Means of Assessment:
   - B. 10 Second Means of Assessment:

Instructions for Completing 2001-02 Assessment Plan

1. the **VP/Dean** you report to at CNU
2. the **degree program** covered by this plan
3. the **percentage** of people in your department who had a role in developing this plan
4. the **name** of the person in your department who will facilitate your department's assessment activities
5. the **date** you completed the plan
6. the section of the **CNU mission** that your department supports back
7. the specific **CNU Goal** that your department supports back
8. the 3 **Intended Student Learning Outcomes** that your department will examine this year to determine if your degree program is "doing what you say it's doing" (e.g., developing students' knowledge, skills, and abilities in a particular subject) back
9. The **First Means of Assessment** is the primary method you will use to determine if the objective was achieved during the year. The **First Means** comprises some sort of measurement tool (a standardized exam, a local test, a survey, an exit interview, an inventory, etc.) and the quantitative criteria by which you will judge whether the **Intended Outcome** was achieved. back
10. The **Second Means of Assessment** is a secondary method you use to validate the results of your **First Means**. It also comprises a measurement tool and a quantitative expectation about outcome achievement. The **Second Means** is necessary because national assessment experts advocate validating all assessment results before using valuable time and energy to make teaching/curricular changes, which might be unnecessary. back

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08/14/01

Measures of Student Learning		
Tests		
Direct measures	Describe student academic achievement	
	Commercial, standardized exams	**Given to students after the learning process for assessing outcomes**
	Locally developed exams	**Given to students after the learning process for assessing outcomes**
	Oral exams	**Given to students after the learning process for assessing outcomes**
Competency-Based Measures		
Direct measures	Describe student academic achievement	
	Performance Appraisals	**Administered during the learning process for continuous improvements**
	Simulation (role playing)	**Administered during the learning process for continuous improvements**
External Reports		
Direct measures	Describe student academic achievement	
	External examiner	**Formative assessment conducted by expert in your field from a similar program at another institution**
Indirect measures	Reinforce direct measures	
	Third party reports	**Administered after the learning process to parents, faculty, employers, etc.**
Other Direct & Indirect Measures		
Direct measures	Describe student academic achievement	
	Behavioral observations	**Conducted during the learning process in the classroom**
	Classroom research	**Any assessment techniques not listed used by teachers during the learning process**
	Portfolio	**Collected from students after the learning process for assessing outcomes**
Indirect measures	Reinforce direct measures	
	Archival records	**Collected from databases after the learning process**
Self-Report		
Indirect measures	Reinforce direct measures	
	Written surveys & questionnaires	**Given to students after the learning process for assessing outcomes**
	Interviews	**Conducted after the learning process for assessing outcomes**

Benefits of Assessment Record

Tells SACS what they want to know

- Simple format
- Assessment & Evaluation and Department have identical copies of Assessment Record Book – standard CNU reporting format
- Asks for a portion of CNU's mission statement and the CNU goal that the degree program supports
- Only reports results of 3 student outcomes per year
- Members of Assessment Committee can review the Records to make suggestions for improvement

ASSESSMENT PLAN FOR AY 2001-02 ACTIVITIES

Please submit 1 of these documents for each of your degree programs.

1. YOUR COLLEGE/SCHOOL:
2. DEGREE PROGRAM COVERED BY THIS PLAN:
3. % OF YOUR FACULTY MEMBERS WHO CONTRIBUTED TO THE DEVELOPMENT OF THIS PLAN:
4. NAME OF YOUR DEPARTMENT'S ASSESSMENT REPRESENTATIVE:
5. TODAY'S DATE (FOR TRACKING):
6. INSTITUTIONAL MISSION REFERENCE: **Our primary focus is excellence in teaching, inspired by sound scholarship.**
7. CNU GOAL SUPPORTED BY YOUR DEPARTMENT: **Provide high quality, liberal arts-oriented undergraduate programs while pursuing graduate studies appropriate to the needs of the CNU community.**

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8. ***Knowledge*** - Students will identify fundamental physical principles.
9. ***Standardized exam*** - On the _____ standardized exam, **88%** of students will correctly identify the following physical principles: _____, _____, and _____.
10. ***Comprehensive exam*** - On the _____ Test, **75%** of students will score __ or greater on the _____ subsection.

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8. ***Comprehension*** - Students will distinguish the contemporary physics concepts.
9. ***Local exam*** - On the department's locally developed exam, **63%** of students will correctly distinguish the following concepts: _____.
10. ***Senior research project*** - In the paper presentations, a faculty panel will find that **50%** of students appropriately distinguished physics concepts.

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8. ***Application*** - Students will utilize contemporary concepts.
9. ***External evaluation*** – Journal reviewers will find at least **63%** of seniors' articles acceptable for publication.
10. ***External evaluation*** – Professional associations will accept at least **75%** of seniors' presentation proposals for national conferences.

Back to Questions to Consider

Back to Resources

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Resources for Developing Assessment Plans

http://www.cnu.edu/admin/assess/assessment